

ES 320

HAWAI'I AND THE PACIFIC
FALL 2017

INSTRUCTOR:

Ibrahim G. Aoudé. Phone: 956-4000

E-Mail:

aoude@hawaii.edu

OFFICE HOURS: George Hall 339. Tuesdays 12:00-1:00P and by appointment

THE COURSE:

Ethnic Studies 320-001 is a Writing Intensive course that deals with Hawai'i and Pacific Island Nations. Hawai'i will serve as a point of comparison with other Pacific Basin areas. Through case studies and multiple narrations of socio-economic and political changes, the course will investigate issues of continuing importance to the Pacific. These issues will include use and control of land, resources, environment and development, as well as colonialism and the de-colonization processes.

The approach to this study of changing Pacific societies is interdisciplinary and holistic, stressing the interaction of research methods and theories from history, sociology, anthropology, political science and economics. Overall, the course aims at deepening the understanding of the historical and contemporary problems of the Pacific region in the global context.

You will: (1) gain experience in writing, research, oral presentations and class discussion; (2) be introduced to interdisciplinary inquiry; (3) be encouraged to practice critical thinking; and (4) become familiar with the study of political and economic development using interdisciplinary methodology.

The teaching methods are interactive and will involve the students, instructor, guest speakers, and videos.

READINGS:

Barker, Holly M. *Bravo for the Marshallese: Regaining Control in a Post-Colonial World*. Belmont: Thomson/Wadsworth, second edition, 2013.

Hau'ofa, Epeli. *We are the Ocean*. Honolulu: University of Hawai'i Press, 2008.

Vltchek, Andre. *Oceania*. Jakarta: Badak Merah Semesta Press, 2016.

Yamashiro, Aiko and Noelani Goodyear-Ka'ōpua . *The Value of Hawai'i 2: Ancestral Roots, Oceanic Visions*. Honolulu: University of Hawai'i Press, 2014.

GRADING:

<u>Activity</u>	<u>Points</u>
3 discussion papers (5 points each)	15
Attendance	10
Group discussion and class participation	20
2 exams (15 points each)	30
<u>Research Paper/Service Learning project</u>	<u>25</u>
Total points	100

NOTES ON WRITING ASSIGNMENTS:

(1) Each of the three discussion papers must be 500 words long and double-spaced; (2) the student will decide whether to write a research paper or participate in a service-learning project (a total of 20 hours of service) by Tuesday, September 12; (3) the three discussion papers are due on Tuesday: October 3, November 7, and November 21 respectively; (4) an outline for a research topic or service learning project is due on Tuesday, September 19; (5) the research paper must reflect research on a topic covered in the syllabus; (6) the student opting for a service learning project will keep a journal, reflecting field activities conducted; (7) the instructor approves the research topic or service- learning project through an individual consultation with the student; (8) the two in-class exams will be given on Tuesday: September 26 and November 14 respectively; (9) the research paper or service-learning project is due on Thursday, December 7; (11) the student has the opportunity to rewrite each of the three discussion papers after the instructor's written feedback and submit the rewrite one week later. The initial paper submission must be attached to the rewrite; and (12) the final research paper or service-learning project presentations are scheduled for Thursday, November 31 and Tuesday, December 5.

MORE ON RESEARCH PAPER/SERVICE LEARNING PROJECT:

The research paper must be 2,500 words not including the bibliography. The service-learning final project must be 1,500 words not including the bibliography. The paper/project must also have: (1) a title; (2) an introduction stating the topic, why it was chosen, the sources used, the method(s) used, and the organization of the essay; (3) sub-headings as appropriate; (4) a conclusion clearly identified as such; (5) references to sources used (endnotes, footnotes or embedded notes) where needed; (6) a bibliography, which must not include sources not referenced in the text; and (7) I would be happy to read a draft of your research/service learning paper if given to me at least two weeks before the scheduled oral presentation during the last week of the course. The five-minute oral presentation will count towards class participation.

A NOTE ON ACADEMIC WRITING:

The writing assignments are to train the student in critical analysis. It is quite legitimate to refer to works of other writers. In fact, it is necessary to do so in the research paper or service-learning project. Consequently, the student must give a complete citation: the author(s), complete title of work, year published, publishing press, relevant page(s), and whether you are quoting directly or simply referring to the author's ideas. In the former case (direct quotes), author's text must be in quotes and follow the original exactly. Otherwise, plagiarism might be committed. That is, the writer of the research paper might be illegitimately using someone else's ideas. Plagiarism is prohibited by the policy of the University of Hawai'i and the student committing it will automatically fail the course. Further disciplinary action may also be taken toward the student.

Any time you need to discuss any aspect of the course: research, writing or reading assignments, come and see me. My goal is to help you succeed.

SCHEDULE:

Text Abbreviations: *We Are The Ocean (WATO)*; *The Value of Hawai'i (VoH)*; *Bravo for the Marshallese (BM)*; *Oceania (Oceania)*

Aug.

T 22 Introduction: The Course

R 24 The Pacific Basin: *WATO*, "Our Sea of Islands," pp. 27-40

- T 29 *VoH*, "Introduction," pp. 1-8; LAND, RELATIONSHIP WITH ELDERS, GENDER & HEALTH: Beamer, pp. 11-17; Osorio, pp. 32-41; Mahi, pp. 60-67; Kurisu, pp. 75-81; Kahape'a-Tenner, pp. 173-180
- R 31 *VoH*, LAND, RELATIONSHIP WITH ELDERS, GENDER & HEALTH: Rios, pp. 280-287; Ickes, pp. 241-249; Kaholokula, pp. 254-264
- Sep.
- T 5 *VoH*, GENDER, FOOD & HEALTH: Talbert, pp. 153-162; Oura, pp. 216-223; Patterson, pp. 274-279
- R 7 *VoH*, SELF-SUFFICIENT ECONOMICS & FOOD: Gouveia, pp. 82-87; Kawelo, pp. 163-170; Kealoha, pp. 207-215; Sana, pp. 235-240
- T 12 *VoH*, EDUCATION: Oishi, pp. 42-51; Prime, pp. 130-138; Grandinetti, pp. 188-196
DECIDE ON: A RESEARCH PAPER OR SERVICE LEARNING PROJECT
- R 14 *VoH*, SOCIAL MOVEMENTS: Soto, pp. 23-31; Kahaunaele, pp. 52-59; Watanabe, pp. 121-129
- T 19 *VoH*, FUTURES AND FORESIGHT & SOCIAL MOVEMENTS: Connelly, pp. 88-99; Coffman, pp. 100-110; Acido, pp. 265-271
OUTLINE OF RESEARCH/SERVICE LEARNING PROJECT DUE
- R 21 *VoH*, FUTURES AND FORESIGHT & SOCIAL MOVEMENTS: Heavilin, pp. 111-118; Saranillio, pp. 197-206; Yee, pp. 224-231; Koshiba, pp. 291-298
- T 26 **EXAM 1**
- R 28 *Oceania*, "The Perilous Oceania," pp. xi-xvi; "Welcome To The Pacific Islands!" pp. xvii-xviii; "Pacific Journey," xix-xxiv.
- Oct.

- T 3 *Oceania*, ch. 1, "The New Pacific Wall," pp. 1-30.
VoH DISCUSSION PAPER DUE
- R 5 *WATO*, "Forward," pp. ix-xx; "Preface," p. xxi;
 "Anthropology and Pacific Islanders," pp. 3-10; "The
 New South Pacific Society," pp. 11-23
- T 10 *WATO*, "The Ocean in Us," pp. 41-59; "Pasts to
 Remember," pp.60-79; *Oceania*, ch. 2, "The Cultures Of
 Oceania," pp. 31-50
- R 12 *Oceania*, ch. 3, "The Tragedy Of The Marshall Islands," pp.
 51-75; *BM*, "Preface," pp. xi-xiii; "Introduction," pp. 1-4;
 "Setting the Stage...," pp. 5-15
- T 17 *BM*, "Colonial History...," pp. 16-33; "The U.S. Nuclear
 Weapons Testing Program," pp. 34-49
- R 19 *BM*, "Ethnography and a Marshallese Narrative of
 History," pp. 50-59; *Oceania*, ch. 4, "The Scarred
 Beauty...Of Port Moresby," pp. 77-90.
- T 24 *BM*, "Language and the Testing Program," pp. 76-92;
 "Uncovering Themes in Linguistic Data," pp. 93-110
- R 26 *BM*, "Alienation from the Land," pp. 60-75; *Oceania*, ch.
 9, "Escape From (The) Paradise," pp. 145-152; ch. 11,
 "Paradise Lost—Logging...Of The Solomon Islands,"
 pp.165-182
- T 31 *Oceania*, ch. 7, "Sinking—Tuvalu...Global Warming," pp.
 117-132; ch. 12, "Kiribati—To Stand Or Sink?," pp. 183-
 204; *WATO*, "Our Place Within," pp. 80-93; "The Writer
 as an Outsider," pp. 97-109
- Nov.
 R 2 *WATO*, "The Glorious Pacific Way," pp. 110-119; *Oceania*,
 ch. 10, "Oceania Tourism," pp. 90-108
- T 7 *BM*, "Changed Circumstances: Petitioning the U.S.
 Government," pp. 111-116; "Other Case Studies," pp. 117-
 135; "The Failure of Reconciliation...," pp. 155-174

WATO DISCUSSION PAPER DUE

- R 9 WATO, "Thy Kingdom Come:...", pp. 157-171; BM, "Methods and Community Empowerment," pp. 136-148
BM, "Competing Narratives of History," pp. 149-154
- T 14 **EXAM 2**
- R 16 WATO, "Eveli Hau'ofa Interviewed by Subramani," pp. 136-153; "His Majesty King Tāufa'āhauTupou IV: An Appreciation," pp. 172-179; "Blood in the Kawa Bowl," pp. 180-182
- T 21 WATO, "The Tuktuks," pp. 120-124; "Oilei and Babu," pp. 125-135; *Oceania*, ch. 6, "The Kingdom Of Tonga... In The Pacific Islands," pp.109-116
BM DISCUSSION PAPER DUE
- R 23 **HOLIDAY: THANKSGIVING**
- T 28 *Oceania*, ch. 5, "Samoa: One Nation, Two Failed States," pp. 90-108; ch. 8, "Fiji's Mercenary Military...The Politics Of Coup D'État," pp. 133-144.
- R 31 Final Project Presentations
Dec.
- T 5 Final Project Presentations
- R 7 **LAST DAY OF INSTRUCTION
CLOSING REMARKS ON THE STUDY OF PACIFIC
BASIN SOCIETIES
RESEARCH PAPER/SERVICE LEARNING PROJECT
DUE**